



Examining the Strength of Stakeholder Relationships using the Education- Employment Linkage Model: Insights into TVET Programmes

Avenash Ramsoobhag



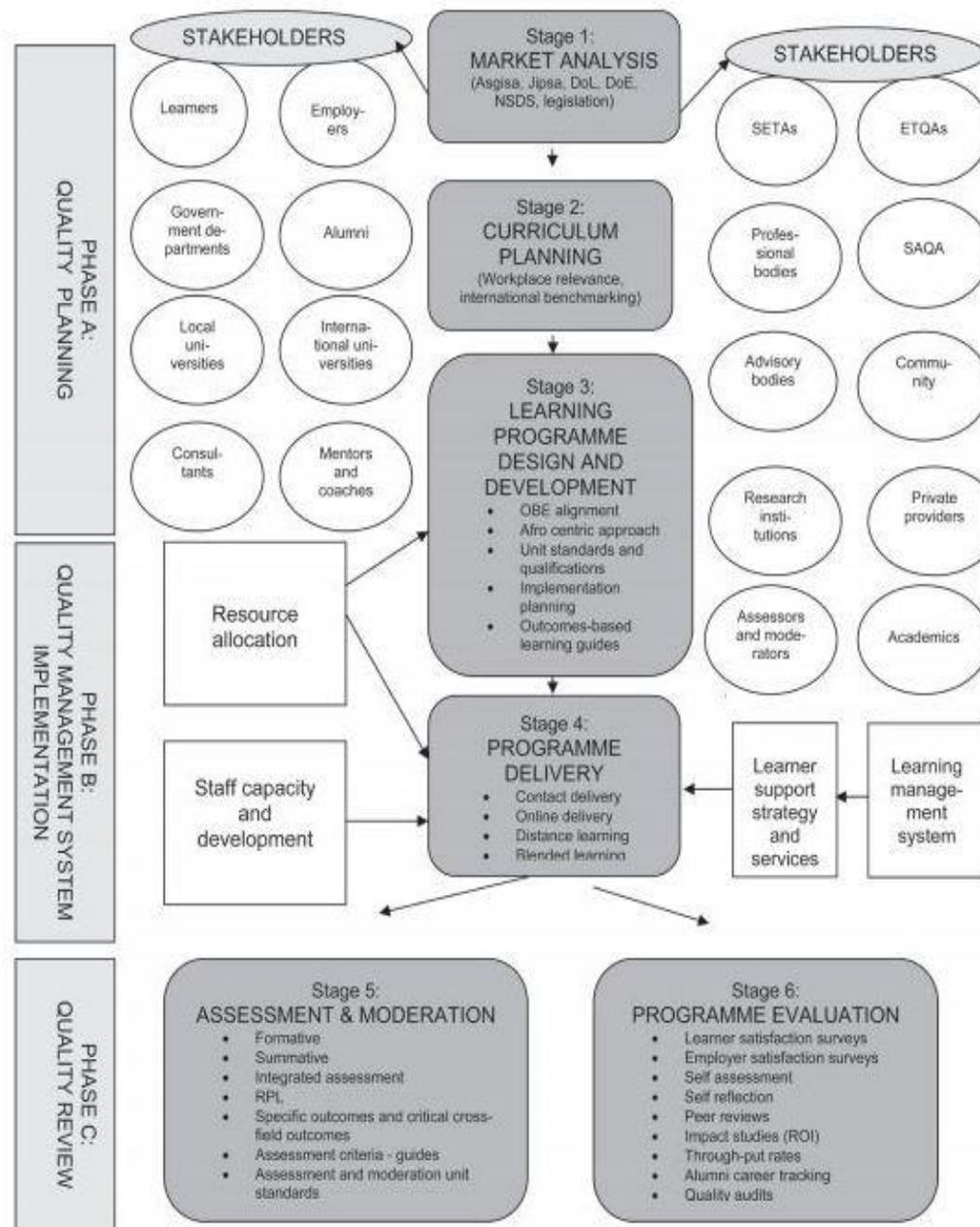
Objectives

- TVET and Stakeholder Engagement
 - Policy Perspectives on Stakeholder Engagement
 - The NTA and Stakeholder Engagement
 - Education-Employment Linkage Model
 - Data Collection
 - Results and Finding
 - Observations and Conclusions
- 



Stakeholder Engagement and TVET

- ▶ Stakeholder Engagement in education and training is critical as providers move beyond teaching and research to addressing employability outcomes with industry as well as the provision of services to communities. It becomes necessary to identify the roles, functions and responsibilities of stakeholders (Miles, 2012)
- ▶ TVET refers to education and training that prepares persons for gainful employment (Finch & Crunkilton, 1999)
- ▶ This paper posits that the role of employers are critical to TVET as there is an established link between TVET programmes and graduate employability (Maclean & Pavlova, 2013)



Multiple stakeholder driven model for Higher Education & Training in South Africa (Meyer & Bushney, 2008)



Policy Perspectives on Stakeholder Engagement

- ▶ Policymakers seek to address challenges as to how to prepare graduates for an evolving workplace, how to address skills shortages and mismatches and how to develop high quality TVET programmes
- ▶ In Trinidad and Tobago, various policy papers on Tertiary Education and TVET have highlighted the need for more effective stakeholder relationships to address the quality of TVET outcomes, and recommend greater levels of industry involvement in TVET
- ▶ Interestingly, stakeholders in the TVET were considered as : learners, teachers/lecturers/tutors/trainers, training providers/higher education institutions, managers/administrators, employees, communities, parents and guardians, regional and international institutions and agencies
- ▶ Misalignment between concept and actual vis a vis the role of employers



The NTA and Stakeholder Engagement: An Interpretive Perspective

- ▶ NTA established in 1999 to be the overarching Agency for TVET in Trinidad and Tobago
- ▶ Objective (A) of the NTA's Article of Incorporation articulates that the development of stakeholders relationships as a mechanism to establish a National Training System, specifying engagement with corporate entities
- ▶ The NTA addressed stakeholder management, primarily, through the ITOs and SACs whose primary role were to engage industry on future skills requirements, development of Occupational Standards and improvement of TVET qualification linkage to employment
- ▶ The NTA as an Awarding Body for the TTNVQ/CVQ
- ▶ Occupational Standards: Demand led vs Supply Driven



The NTA – The Debate on its Mandate

- ▶ Should it be a Quality Assurance/Regulatory Agency?
- ▶ Can the NTA as an Awarding Body co-exist with its mandate to be the quality assurance agency for TVET
- ▶ The Demand Led vs the Supply Driven dilemma
- ▶ How should stakeholders be engaged?
- ▶ Is there the need for a TVET Stakeholder Model defining the roles, functions and responsibilities of each Stakeholder



Education-Employment Linkage Model

- Developed by the National Centre on Education and the Economy, Washington D.C
- Using the Education-Employment Linkage Model, Renold et al (2018) concluded that countries whose TVET programmes have higher employer linkage tend to have stronger youth labour market outcomes and lower youth unemployment
- The major difference between strong and weak TVET programmes was the equity of power sharing and decision making between actors from the employment and education systems
- Power Sharing and Decision Making along the three phases of the Curriculum Value Chain: Curriculum Design, Curriculum Application and Curriculum Updating

Curriculum Phases of VET Programs in the KOF EELI

CURRICULUM DESIGN PHASE

Qualification Standards: Who defines the contents of and standards for qualification?

Examination Form: Who gets to decide how, where, and by whom material is tested?

Involvement Quality: How many firms are represented? Are intermediary organizations involved?

CURRICULUM APPLICATION PHASE

Learning Place: How much time do participants spend at work and in the classroom?

Workplace Training Regulation: How are training quality and working conditions ensured?

Cost Sharing: Do firms participate in funding classroom and workplace education?

Teacher Provision: How many classroom teachers have practical experience?

Examination: How much of the exam is practical? Where does it take place? Who is allowed to grade exams?

CURRICULUM UPDATING PHASE

Information Gathering: Do surveys measure firms' and employees' satisfaction and success?

Update Timing: Who defines when curricula should be revised?



Data Collection

- ▶ Online Survey – 25 respondents from 77 questionnaires. 80 % of the respondents were from private training providers
 - ▶ Meetings and Follow up Conversations with YTEPP, NESC and MIC Institute of Technology
- 



Results and Findings Online Survey

- Employers more likely to :
 - I. Collaborate with TPs on company specific training programmes
 - II. Collaborate with TPs on promotion of career information

- Employers less likely to:
 - I. Contribute to funding of TVET programmes
 - II. Be involved in programme development
 - III. Be involved in programme delivery
 - IV. Be involved programme updating



Results and Findings

Public Training Providers

► Curriculum Design

- I. There was a curriculum development system which included involvement of employers
- II. Issue of adherence to the system
- III. Issue of treating with curriculum designed by foreign partners (adaptation vs adoption)

► Curriculum Application

- I. Significant percentage of programme were practical based, but little were workplace based
- II. Assessments were usually at TPs centres
- III. Employers did not fund programmes unless it was a company specific intervention (employees vs trainees)
- IV. There were difficulties in recruiting lecturers with recent industry experience



Results and Findings

Public Training Providers

- ▶ Curriculum Update

- I. No Employer involvement in monitoring and evaluation of programmes
- II. No employer collaboration in updating curriculum
- III. Lack of clarity on frequency, focus and utility of tracer studies



Observations and Conclusions

- ▶ As part of its remit to co-ordinate and harmonise TVET, the NTA should develop a TVET stakeholder model which defines the role, functions and responsibilities as well as the relationships
- ▶ Employer Involvement in programme development may have to be addressed from a policy perspective. One such policy could be a policy for validation of programmes, with a guideline for employer involvement
- ▶ Curriculum content transfer from one country to another country may not address the uniqueness of another's countries skills development challenges, therefore TPs should adapt foreign curriculum to fit the local labour market needs
- ▶ Public TPs need to address the lack of workplace attachments. Employers seek employees with experience. Trainees will only gain experience in the workplace.



QUESTIONS???